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ABSTRACT

The language arts assessment developed for use in grade 8 of the Cherry Creek Schools in Englewood (Colorado) is described. In 1988-89, the assessment in use was modified substantially to reflect a holistic approach through an assessment based entirely on a written product. Students are provided with multiple sessions in which to draft, edit/revise, and compose a final copy of their work. This approach reflects the real-life situation and the student's best level of performance. Production of the writing sample is integrated into a complete 3-week instructional unit. The process, which requires year-long teacher involvement, includes the following major components: (1) selection of the writing team; (2) creation of the assessment unit; (3) literature selection; (4) development of the scoring guide; (5) multiple student activities; (6) the writing assignment; (7) research and evaluation staff tasks; (8) training of scorers; (9) scoring of the papers; and (10) feedback. Only 16 of 1,827 papers in 1989-90 received a failing score. The format of the language arts assessment parallels the educational activities it purports to measure and provides the test taker with some useful knowledge in the process of taking the assessment. The instructional impact of this type of assessment is discussed. The assessment unit, with 16 attachments consisting of the instrumentation and scoring materials, is attached. (SLD)

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On the Twelfth Day of Testing My District Gave to Me A Useful Testing Strategy

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Background Information

Cherry Creek Schools (Arapahoe SD #5), a suburban district of 28,000 students, has a relatively long history of site-based management, in philosophy, practice, and structure. It has districtwide objectives in several curricular areas (e.g., language arts, mathematics, social studies, science), but the instructional materials, processes, and methods used to meet those objectives are determined at the school (and in many cases, individual teacher) level. While the district is still considered by many to be composed totally of middle to upper income families, there is much diversity in the district, as evidenced by the growing number of schools and families eligible for Chapter 1 assistance and free- or reduced-priced meals. (For example, the five middle schools have quite different student populations in terms of family income, mobility, and ethnicity.)

Cherry Creek has used locally developed language arts assessments at grades 3, 6, 8, and 10 since the mid-1970's. The assessments had both a multiple-choice component and a constructed response (direct writing) portion. While the committees which developed those assessments worked independently, we did attempt to have a continuum of skills assessed in the progression from grades 3-to-6-to-8-to-10.

Over the past two years the focus of the grade 8 assessment, the subject of this paper, has changed dramatically, from an assessment heavily weighted (in time and importance) on multiple choice items, with minimal constructed response tasks, to an assessment based entirely on a written product. The multiple-choice portion measured some objectives more completely than possible on a standardized, norm-referenced test, but there was much overlap/duplication in objectives. The constructed response (directed writing) portion in all the assessments was performance-based, but scoring emphasized isolated skills. We looked at skills such as spelling words, writing sentences (simple, compound, complex, compound-complex), writing paragraphs, taking notes, outlining an article, and writing essays, but we tested them as individual, isolated skills, using separate activities.

Philosophy

We believe that a reliable and valid assessment needs to reflect what teachers value in the classroom as well as the teaching process. Skills are neither taught nor learned in isolation and the grade 8 assessment was modified substantially in 1988-89 to reflect this holistic approach. We deleted the multiple-choice portion and designed a more comprehensive writing sample, replacing separate sentence writing, paragraph writing, and note-taking activities. Procedural changes paralleled integrated instructional methods in the reading/writing process to create a more realistic, authentic activity for students.

That is, students were provided with multiple sessions in which to draft, revise/edit, and compose a final copy of their work. A timed writing assignment is not the preferred method of assessing writing process, as it constricts significant pieces of that process.

Most individuals in a work setting have an opportunity to draft/revise/edit/receive comments, before preparing a final version of anything written for someone other than the author. At least most of us want an opportunity to use a writing process to produce writing which effectively and accurately communicates our thoughts. Yet, many assessments still force students into a situation with time or process constraints which are rarely present in "real life." We force students to fit the assessment, instead of creating assessments which allow students an opportunity to produce an example of their knowledge, creativity, ability--of their best work. We then, incorrectly many times, assume that the level of performance exhibited in that test situation applies in these "real life" situations, or that those are their "true" levels of performance.

The 1988-89 grade 8 language arts assessment process was based on the following ideas.

* Any properly implemented assessment should impact the curriculum, teacher instruction, and student affect.

* The writing sample scoring process should be more than just a means of determining a "score" for students; it should impact teacher knowledge/techniques and the curriculum.

* Writing should not be assessed separately from reading, nor should reading/writing assessment be based on isolated skills.

* Individual student strengths should be addressed in the assessment procedures. The assessment process should approach the reading/writing (learning) task, through kinesthetic, visual, and auditory components.

* Student results are not as important as the **process** of determining the scores and discovering the underlying reasons for the results.

* The goal of assessment is not to discover who is doing things "right" and then making others do the same, but to bring agreement as to what are the essentials of good writing, and allowing building autonomy concerning methods to achieve adequate results.

* Assessment techniques should parallel effective instructional techniques as closely as possible.

The Grade 8 Language Arts Assessment

The grade 8 assessment is a significant departure from other direct writing assessments, with production of the writing sample integrated into a complete instructional unit. Everything needed by the teacher for this 3-week unit was supplied as a part of the assessment. Thus, the creation of this form of alternative assessment demanded yearlong involvement from teachers. The process is more complex than writing simplistic multiple-choice questions and included the following major components.

* Selection of the Writing Team: Since the assessment parallels effective teaching process, the teacher team selected to develop the assessment needed to have influence in their schools and a working knowledge of reading/writing process.

* Creation of the Assessment Unit: An assessment unit which parallels effective instructional methods was created rather than a 1-2 day writing assignment. The unit included daily lesson plans addressing reading/writing processes used by students in producing a piece of writing for scoring. (See Attachment 1, the Teacher's Administration Manual for the unit.)

* Literature Selection: A "real" piece of literature was selected as the focus of the unit (i.e., a piece of literature which has merit outside of the teaching world, a piece of art). The literature selection needed sufficient length and depth to enable development of pre-, during-, and post-reading activities. These activities were designed to guarantee student comprehension through visual, kinesthetic, and auditory components. (See Attachments 2-9, Student Worksheets 1-8.)

* Development of the Scoring Guide: The writing team developed a 5-point (1=low, 5=high) analytic trait scoring guide, addressing the four areas of Content, Organization, Style, and Usage. (See Attachment 10, Scoring Guide.)

* Multiple Student Activities: Students were guided through a variety of activities as a part of the lesson plan/ assessment unit (see Attachments 2-9). Each student maintained a portfolio for materials. Activities included:
  - -Paper/pencil activities (writing/drawing/charting)
  - -Viewing videotapes
  - -Listening to audiotapes
  - -Hands-on activities
  - -Group discussion
  - -Individual reading
  - -Listening to oral reading

* Writing Assignment: Students were challenged to discover how the themes in the literature applied to their own lives through writing assignments (see Worksheet #8/Attachment 9). Each student wrote drafts on two (out of 14) different topics. Five writing forms were available (essay, letter, story, newspaper article, or paragraph), with the 14 choices covering five themes (goal setting, sibling relationships, family responsibility, handicap awareness, or character sketch). Students selected one of the drafts for revision. A revision/editing checklist guided students as they produced a final version of their writing for scoring. (See Attachments 11 and 12, Rough Draft and Constructed Response booklets; Attachment 13, student checklist for revising/ editing.)

* Research and Evaluation Staff Tasks: Extensive planning was done prior to the scoring process. Scoring this type of assessment required more planning than for multiple-choice tests. As shown in Attachment 14 (Process and Procedures for LA10 Constructed Response Scoring, 1988-89) the Research and Evaluation staff had numerous tasks. Although many of these can be accomplished and planned for prior to scoring, changes are often necessary during the scoring process. Consequently, flexibility must be incorporated into this whole process.

  A major task was to determine a schedule for scoring, both the number of sessions overall and per day, given the number of scorers and papers to score. We determined our schedule using the following: 15 papers per packet, a scoring time of 40 minutes per packet, and a 5 minute break between sessions.

  Another consideration was how to reduce scorer bias. We stamped a sequential number on the cover page (containing student identifying information) of the constructed response booklet and on the first page of the essay. Packets were prepared using a proportional number of papers from each school. The cover page was removed before scoring and reattached once scoring was completed.

* Training of Scorers: The initial training of the scorers on using the scoring guide was done through group scoring of actual student papers. These benchmark papers were selected to reflect each of the five levels of the scoring guide, on each of the four areas. During training, which took about three hours, a consensus was reached by the group on the "correct" scores for each paper, with sufficient discussion so each scorer understood why those scores were appropriate for that paper. The training was essential in gaining a consistent definition of "most," "few," "some," "little," and "strong," as used in the 1988-89 grade 8 scoring guide. Periodic recalibration of scorers was done throughout the scoring process, using additional "real" papers. Periodic feedback provided scorers with an individual picture of how they were applying the scoring guide to the papers.

* Scoring of Papers: Two different scorers read each paper, with the second scorer unaware of the first score. Scorers were paired for the entire scoring process. For example, scorer A would always be the second reader for the packets read first by scorer E; likewise scorer K would always be the second scorer for the packets read first by scorer A. (See Attachment 15 for the 1988-89 Grade 8 Language Arts Constructed Response Scoring Schedule.) A third scorer read the paper if the two scores were discrepant by more than 1-point (e.g., 3 vs. 5). (See Attachment 16 for a sample of a Constructed Response Scoring Summary, with discrepancies marked which resulted in a third scoring.)

* Feedback: The papers were returned to the students, with the scores given by each reader noted. Seventy-five pieces were published in a literary magazine, with copies distributed to the teachers and students. The scoring team summarized their impressions of the papers based upon their experience with the scoring guide, and suggested areas of emphasis and change for the next year. One change for 1989-90 is a reduction from 13 to 10 in the number of days for the assessment.

Impressions and Results

Both product and process results are important.

* Effective and efficient assessment of direct writing samples is a complex and complicated task, not to be entered into quickly or without extensive planning. Adequate scoring and materials-handling space and an adequate number of scorers and personnel are necessary. Plan on some scorers being absent (illness, jury duty, sick children, etc.), so having substitute scorers is advisable. Adequate personnel must be available to create packets, record the first score, record the second score, determine/pull papers needing third score resolution--that is, keep the whole process moving.

* Scoring writing samples is expensive, particularly in-house. However, the benefits of having district language arts teachers score the papers (i.e., increased knowledge about the writing process, meeting of the minds on what constitutes effective writing, etc.) outweigh the costs (i.e., substitute teachers pay, loss of stability of regular teacher in the classroom, etc.).

* Assessment influences teaching; teachers teach what and how students will be assessed. Thus, to achieve instructional changes in strategies/methods used by teachers, the assessment process should incorporate those effective techniques in the testing process.

* Both teachers and students were excited with the assessment process. Almost every student composed a piece of writing, even "reluctant" writers who previously found writing difficult.

* Students take assessment seriously when they see a relationship between assessment procedures and their teacher's instructional strategies.

* It is possible to give students choices on topic and form and successfully score the resulting pieces of writing.

* Substantial differences by school were noted in the form (e.g., essay) selected by students. Some forms were rarely chosen.

* Further study is needed to determine if writing form or topic affected scoring. Since some forms/topics were difficult for scorers to determine, the students should be asked to note those on their sample.

* Of 1827 papers, 22.17% required a third reading in one or more of the four areas, either because of a split between the two scorings or a pass/fail split (2 vs. 1). Only 16 students received a failing score (a score of 1), with 8 (.4%) papers written off-topic (which received a failing score) and 8 written on an acceptable topic but at an unacceptable level. Marginally acceptable papers were produced by 9.5% of the students, with 13% of the students writing superior papers, as judged by both scorers.

Educational Importance

We believe that assessment techniques should parallel, as closely as possible, the educational activities they purport to measure. In addition, the test taker should gain some useful knowledge in the process of taking the assessment. The format of our Grade 8 Language Arts Assessment meets both objectives. The techniques and philosophy are being examined for applications in other curricular areas as the District moves towards a more performance/instructionally-based assessment system.

However, a complete system of authentic assessments, covering various language arts tasks (reading, listening, writing) as well as mathematics, science, social studies, and other curricular areas, in grade 8 and other grades, would require much more commitment in money, personnel, and other resources than most districts are willing to make. As mentioned above (see Attachment 14), the tasks required for scoring the grade 8 writing sample are numerous. One reason for not attempting alternative methods of assessment is their complexity and time-consuming nature. However, if we are to assess the complex act of composing, the instrument will be complex and time-consuming.

The instructional impact of this type of assessment appears to be significant, at least as evidenced by not only our grade 8 assessment, but our grade 10 assessment and our pilot West Area Writing Project (a grade 1-11 assessment utilizing the same scoring guide for each grade and scoring all grades at the same time).

The direct and indirect implementation costs involved in this type of assessment cannot be ignored, however. Commitment and active involvement from various groups are needed for smooth, successful, and effective assessment. These needs include the following major areas.

* Teacher involvement in the development process, which may require increased substitute teacher costs.

* Staff development for teachers and administrators to implement the conclusions/recommendations of the assessment.

* Teacher, principal, and central office administrator commitment to score authentic assessments, with adequate training time, scoring time, and debriefing time. The most important part of these assessments is the staff development/training/learning which is a part of the training/scoring process.

* Commitment and belief by central office administrators and school board members that alternative assessments will provide greater instructional improvement than that generated by the results of norm-referenced, multiple-choice, standardized tests.

* Commitment from the Research and Evaluation, curriculum development, and data processing offices to devote adequate time to develop procedures, methods, and systems necessary to implement an alternative assessment.

* Adequate Research and Evaluation staff and space during the scoring sessions to manage the flow of papers and enable the scorers to maintain a consistent, efficient scoring pace.

* Commitment and decisions on where staff time and resources will be spent relative to the dichotomy of traditional vs. alternative assessment. A decision should be made, preferably at the district level, about resource allocation, since it is difficult to promote, explain, and implement both norm-referenced and alternative assessments simultaneously.

* Effective and continuous communication among all groups involved is required for the process to flow smoothly.

ATTACHMENT 1

CHERRY CREEK SCHOOL DISTRICT

1988-89 Grade 8

LANGUAGE ARTS ASSESSMENT UNIT

Unit based on "Raymond's Run"
by Toni Cade Bambara

4-5-89

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Day 1

Purposes:

1. To give an overview of the assessment test goals and procedures
2. To complete a prereading/prewriting activity

Materials:

- Worksheet #1: Responsibilities
- Butcher Paper
- Markers
- File Folders

Procedure:

1. Read aloud to your students or summarize the following:

"This assessment is a unit of instruction much like the reading/writing units you have completed throughout the year in language arts.

The goal of the unit is for you to produce a written piece of your choice which reflects your expertise as a reader and writer. Therefore, as you set your goals for this unit keep in mind that your work should reflect your greatest accomplishment in reading and writing this year.

Throughout this unit you will be actively involved in many reading and writing exercises. The topic of these activities are themes in the short story, "Raymond's Run", which you will be reading as part of this unit. The themes are family responsibilities, sibling relationships, goal setting, and handicap awareness.

Your final written product will be read and evaluated by at least two middle school language arts teachers. Selections will be chosen to be published in a literary magazine that will be distributed to the community of Cherry Creek."

2. a. Introduce Worksheet #1: Responsibilities. Explain to students that they will complete the "me" column today.

   b. Hand out Worksheet #1. Explain to students that they will fill in their responsibilities in the time slots given.

   c. Teachers may give examples such as:
      a. after school--
         taking dog for a walk

Allow students approximately 10 minutes to complete Worksheet #1 individually.

3. Divide students into groups of 4. Give each group a sheet of butcher paper and a marker. Students should choose a recorder to write a general list of responsibilities on butcher paper.

4. Display the student posters in the room for the rest of the unit.

5. Distribute a file folder to each student. Have students write their name on the tab. Tell your students that they will keep all their materials for this unit in this folder. Have them place Worksheet #1 in their folder.

6. Collect file folders.

Day 2

Purposes:
1. To introduce the theme of sibling relationships
2. To introduce the theme of goal setting

Materials:
- Worksheet #2: Free Writing Sibling Relationships
- Worksheet #3: Goal Setting
- Audio Tape "One Moment In Time" by Whitney Houston
- Audio Tape Player
- Students' file folders

Procedure:
1. Distribute Worksheet #2: Free Writing Sibling Relationships
2. Allow 10 minutes to complete the free writing.
3. Ask for 2 or 3 volunteers to share the freewriting in class.
4. Distribute Worksheet #3: Goal Setting.
5. Read aloud paragraph 2, page 5, which is about Squeaky's dream.
6. Discuss the picture strip of Squeaky's dream on Worksheet #3.
7. Read the instructions aloud on the back of Worksheet #3. Explain to students that they should use as many spaces (boxes) as they need. Stick figures, symbols, and words are acceptable, and students should include a title.
8. While students are working on Worksheet #3, play "One Moment In Time". Repeat if necessary.
9. Distribute file folders. Have students place their completed worksheet in their folder, or allow students to take the worksheet home to finish.
10. Display picture strips in room
11. Collect file folders.

Day 3

Purposes:

1. To predict the meaning of vocabulary words in the story
2. To lead students in predicting what Squeaky means when she says about Raymond, "He is not quite right."
3. To experience the story

Materials:

- Worksheet #4: Vocabulary
- Copies of the story, Raymond's Run
- Overhead or chalkboard
- Student file folders

Procedure:

1. Collect picture strips from Day 2.
2. Distribute Worksheet #4 : Vocabulary and complete the prereading section.
    a. Read to your students each sentence below containing the vocabulary word (2 or 3 times).
    b. After you read each sentence, have your students predict the meaning based on the context clues.

(13)

The Dozens

"And I don't play the dozens or believe in standing around with somebody in my face doing a lot of talking."

Prodigy

"Then in music class, she always lets herself get bumped around so she falls accidentally on purpose onto the piano stool and is so surprised to find herself sitting there, and so decides just for fun to try out the ole (sic) key. And what do you know - Chopin's waltzes just spring out of her fingertips and she's the most surprised thing in the world. A regular prodigy."

Ventriloquist

" 'I always win cause I'm the best,' I say straight at Gretchen who is, as far as I'm concerned, the only one talking in this ventriloquist-dummy routine."

Glockenspiels
"Most of the kids in my class are carrying bass drums and glockenspiels and flutes. You'd think they'd put in a few bongos or something for real like that."

Periscope
"He looks around the park for Gretchen like a periscope in a submarine movie."

Psyching
"He wins before he even begins by psyching the runners by telling them they're going to trip on their shoelaces and fall on their faces or lose their shorts or something."

3. a. Read the first and second paragraphs of the story aloud.
   b. Discuss the meaning of the words in the second paragraph. "Cause he's not quite right." Ask students what this might mean about Raymond. Accept all reasonable predictions.
   c. List the predictions on overhead or board.
   d. Ask students to listen to the remainder of the story carefully to verify the predictions.
4. Finish reading the story aloud to students.
5. Distribute file folders to students. Have students place Worksheet #4 in their folder.
6. Collect file folders.

Day 4

Purposes:
1. To discuss the story
2. To re-read the story

Materials:
- Copies of the story, Raymond' Run
- Worksheet #5: Discussion Questions
- Audio tape player
- Audio tape of the story, Raymond's Run

Procedure:
1. Distribute Worksheet #5 to groups of 4 students. one worksheet per group.
2. Allow 15 minutes for discussion of questions and recording of group answers - Collect group papers.
3. Have your students re-read the story to verify answers to the discussion questions. Options include:
   Independently
   In pairs
   Listen to and read along with tape
4. Collect copies of the story.

Day 5

Purposes:
1. To discuss the answers to the questions (Worksheet #5) in large group
2. To complete the vocabulary sheet (Worksheet #4)
3. To complete the responsibility worksheet (Worksheet #1)

Materials:
- Dictionaries (class set)
- Students' file folders
- Worksheet #5

Procedure
1. Hand out Worksheet #5 to your students.
2. Discuss the answers to Worksheet #5, Discussion Questions, in a large group. Students should take notes on their copy of Worksheet #5.
3. Hand out students' file folders and dictionaries. Students should complete Worksheet #4: Vocabulary, using a dictionary.
4. Have your students complete Worksheet #1: Responsibilities, for Squeaky. Then students should summarize the differences in responsibilities (back of Worksheet #1).
5. Have each student place worksheets 1, 4, and 5 in their file folders.
6. Collect the file folders.

Day 6 - Post Reading/Prewriting

Purposes:
1. To invent words and phrases to describe characters
2. To gather examples to support the words and phrases chosen to describe the character

Materials:
- Copy of story, Raymond's Run
- Worksheet #6: Character Sketch
- Worksheet #7: Sibling Relationships
- Students' File Folders

Procedure:
1. Distribute Worksheet #6: Character Sketch. Explain the directions and ask students to complete.
2. Distribute Worksheet #7: Sibling Relationships. Explain the webbing strategy and allow your students time to complete the web for Squeaky and for themselves.
3. Hand out the students' file folders. Have your students place Worksheet #6 and #7 in their folder.
4. Collect the file folders and the copies of the story.

Day 7

Purposes:
1. To show the film on Special Olympics and discuss
2. To preview possible writing topics
3. To review the scoring criteria that will be used for their writing

Materials:
- Videotape player and monitor
- Videotape: Special Olympics
- Worksheet #8: Writing Activities
- Scoring Guide for the 1988-89 Constructed Response
- Students' file folders

Procedure:
1. View videotape
2. Discuss the videotape
    a. What different kinds of handicaps and conditions did you see in the videotape?
    b. Why did people volunteer their time and energy to help with Special Olympics?
    c. What were the benefits for the volunteers?
    d. List some unnoticable handicaps people have.
3. Hand out Worksheet #8: Writing Activities . Review the directions with your students.
4. Review the Scoring Guide with your students.
5. Hand out the students' file folders. Have your students place Worksheet #8 and the Scoring Guide inside their folder.
6. Collect the file folders.

Teacher Note for days 8-10:

Over the span of the next three days, students will be generating two rough drafts. Time may need to be adjusted for this writing stage. All students will be at different places at different times. For example, some may want to do a prewriting activity such as a jot list, outline, chart, webbing, etc., before beginning a rough draft.

Draft work, however, must be completed in the classroom by the end of Day 10.

Day 8

Purposes:
1. To choose a writing activity from Worksheet #8
2. To organize for the writing of the first rough draft
3. To write a rough draft about the topics of your choice

Materials:
- Rough Draft Booklet
- Students' File Folders

Procedure:
1. Hand out the Rough Draft Booklets, and the student file folders.
2. Say to your students, " It is now your time to shine by showing your expertise as a writer. The work we've completed has provided you with many writing ideas. You need to show what you can do by yourself, so I will limit my assistance to only clarifying directions. Remember, you are writing for teachers and the community of Cherry Creek. We look forward to the literary magazine which will contain selections of your writing."
3. Have your students write the rough draft of the first writing activity as selected by each student, on pages 1-4 of their Rough Draft Booklet.
4. Have your students place all materials in their file folder. Collect the file folders.

(15)

Day 9 & 10

Purposes:
1. To choose a second writing activity
2. To organize for the writing of the second rough draft
3. To complete a rough draft of the second activity

Materials
- Student file folders (containing worksheets,scoring guide, and Draft Booklet)

Procedure
1. If necessary, allow time for students to finish writing the first rough draft.
2. Students should choose a second writing activity from Worksheet #8.
3. Allow time for students to organize for a second writing activity
4. Begin writing a second rough draft, using pages 5-8 of the Rough Draft Booklet.

Day 11

Purposes:
1. To discuss the Scoring Guide as a revision checklist and how to utilize it
2. To choose the rough draft students wish to revise
3. To apply the Scoring Guide to the draft selected for a final draft

Materials:
- Students' file folders (containing worksheets, scoring guide and Draft Booklet)
- Constructed Response Booklet, with student label affixed

Procedure
1. Hand out file folders.
2. Have your students select their favorite rough draft.
3. Discuss the Scoring Guide as a revision checklist. Explain that teachers will use a similar guide for scoring student writing and for selecting pieces for the literary magazine.
4. Have your students apply the Scoring Guide to rough draft selected.
5. Students should begin to write their final draft.
6. Have students place all materials in their folders. Collect the file folders.

Day 12 & 13

Purpose:
1. To produce a final copy of their writing.

Materials:
- Student file folders (containing worksheets, scoring guides, Draft Booklet, and Constructed Response Booklet)

Procedure:
1. Hand out students' file folders.
2. Have your students revise their selected rough draft, creating their best piece of writing. Their final copy must be in the Constructed Response Booklet.
3. Have students place all materials in their file folders. Collect file folders.

ATTACHMENT 10

STUDENT NAME_____
TEACHER _____
SCHOOL_____

8th Grade
Writing Assessment

Spring, 1989

CONTENT

1.	2.	3.	4.	5.
• Paper does not establish a point • Lacks focus, substance, and/or rambles • Departs from assigned topic • Not developed with details, and/or examples • Contains obvious, distracting irrelevancies.	• Paper barely establishes a point which is supported by details, examples, and/or reasons that are merely named and not developed or are only superficially developed. • Distracting irrelevant statements.	• Paper establishes a point which is supported by only superficial or obvious details, examples, and/or reasons. • May contain an irrelevant statement	• Paper establishes a point which is developed with thoughtful details, examples, and/or reasons. • No irrelevant statements	• Paper establishes a strong point which is well-developed with cohesive, creative details, examples, and/or reasons. • No irrelevant statements

ORGANIZATION

1.	2.	3.	4.	5.
• No evidence of unity • Ideas and sentences jumbled	• Little evidence of unity • Ideas relate to topic but only slightly or barely connected to each other	• Attempts at unity visible • Details and ideas gathered, ordered. • Transitions present. Major flaw in the development of beginning, middle, and/or ending.	• Fair attempts at unity • Details and ideas gathered and ordered • Most transitions used well • May be a weakness in beginning, middle or ending.	• Good evidence of unity • Logical beginning, middle and ending • Strong use of transitions

STYLE

1.	2.	3.	4.	5.
• No sentence variety • Inappropriate word choice	• Repetitive, monotonous sentence structure • Some inappropriate word choice	• Some sentence variety • Word choice appropriate but doesn't enrich communication	• Evidence of sentence variety • Effective word choice • Interesting language	• Varied sentence structure throughout • Strong word choice • Language enriches communication

USAGE

1.	2.	3.	4.	5.
• A paper so badly marred with grammar and mechanics errors that communication is affected • Rereading doesn't help • Ineffective form	• Errors in grammar and mechanics • Practically no sentence without an error of some kind; but in spite of these problems, generally readable • Need to read more than once	• Average command of mechanics and grammar • A suggestion that the student has fair grasp of sentence sense • Errors do not hamper communication • Don't need to reread but notice errors • Questionable form	• Above average sentence sense • Few errors in grammar and/or mechanics and none of them major • Communication clear and unhampered	• Outstanding use of mechanics and grammar • Almost no errors • Communication effective

CHERRY CREEK SCHOOLS
Grade 8 Language Arts Assessment

SCORING GUIDE FOR THE 1988-89 CONSTRUCTED RESPONSE

5=Excellent 4=Good 3=Average 2=Fair 1=Poor

CONTENT

What is the quality of the content of your writing?

5 4 3 2 1 A. Does your piece of writing make a strong point?
5 4 3 2 1 B. Are there enough supporting details examples and/or reasons in your piece?
5 4 3 2 1 C. Is your piece succinct enough for your purpose and audience?
5 4 3 2 1 D. Is your piece fitted to its audience?

ORGANIZATION

How well is your writing organized?

5 4 3 2 1 A. Is your whole piece unified?
5 4 3 2 1 B. Are the parts of your piece arranged in logical order?
5 4 3 2 1 C. Is there a beginning?
5 4 3 2 1 D. Is there a middle?
5 4 3 2 1 E. Is there an ending?
5 4 3 2 1 F. Is the form you have chosen for your piece appropriate to your purpose? (essay, letter, paragraph, story)

STYLE

How effective is your writing style?

5 4 3 2 1 A. Is your word choice appropriate for your purpose?
5 4 3 2 1 B. Is your language alive and interesting?
5 4 3 2 1 C. Is there sentence variety in your piece?

USAGE

Are grammar and mechanics used correctly in your writing?

5 4 3 2 1 A. Are there mistakes in grammar? (sentence structure, subject/verb agreement, pronoun usage, verb tense)
5 4 3 2 1 B. Are there mistakes in punctuation and capitalization? (end marks, commas, apostrophes, quotation marks)
5 4 3 2 1 C. Are there mistakes in spelling?
5 4 3 2 1 D. Is your writing neat and legible?

ATTACHMENT 14

CHERRY CREEK SCHOOLS

Office of Research and Evaluation

Process and Procedures
for LA10 Constructed Response Scoring
1988-89

MATERIALS

Order one month prior to scoring:
- -Envelopes for Scoring Packets (15 essays/packet)
- -Post-It Notes (Colors: Yellow Sizes: 1 1/2" x 2")
- -Pens for scoring (Colors: Red)
- -Paper clips
- -Rubber bands (Sizes:)

TASKS PRIOR TO SCORING

1. Determine the number of scorers needed.
2. Determine who will score and obtain names.
3. Assign each scorer a letter designation (A-Z).
4. Determine a sequence for scoring the packets: first scoring and second scoring.
5. Determine a scorer pattern: who will score a particular packet first, and who will score that same packet the second time.
6. Ensure that all scorers will be present each day, from training through the entire scoring process.
7. Determine if particular scorers will be designated to score essays needed a third scoring. If so, decide how many scorers will score the third readings, and who those scorers should be.
8. Revise and print Constructed Response Scoring Summary sheet.
9. Determine a schedule for scoring: How many scoring sessions/rounds overall and how many rounds/sessions per day.
10. Revise and print Grade 10 Language Arts Constructed Response Scoring Schedule.
11. Revise and print List to Ensure All Packets Are Scored Twice.

12. Determine how many minutes are needed for scoring a packet, and how many minutes the break between session/rounds should be before scoring another packet.

13. Determine the physical arrangements of the room to be used for scoring. Arrange the tables for groups of 5 scorers, with a box for SCORED packets, and a designated area for each scorer to pick up packets which need to be scored.

14. Ensure that at least two mainframe terminals are available for entering data.

PROCESS

PRIOR TO FIRST SCORING

1. Administer tests at schools.

2. Have schools organize the papers by teacher, if they want the papers returned to the school in that order (e.g., rubber band with the teacher's name/#, etc.).

3. Pick up tests on Friday afternoon (preferable) or Monday morning.

4. Stamp a sequential number (identical) on the cover of each Constructed Response (CR) booklet and top page of essay. (10)

   * Determine how many CR booklets to expect, based upon latest student membership.
   * Determine which numbers to use for each school, alternating schools every several hundred numbers.
   * If the CR booklet is blank, look for a prewriting booklet. Staple the prewriting booklet onto the CR booklet; take the prewriting cover page and staple it with the CR booklet cover page.

5. Pull sample of papers for use as training papers and/or calibrating papers.

6. Make copies of training/calibration papers for use by scorers. Use colored paper for copies, so these cannot be mixed up with "real" papers. If needed, replace sample papers with others needing to be scored.

7. Keep list of teacher/school by sequence number stamped on essay/cover page.

8. Determine the number of packets needed, based on the number of CR booklets stamped.

9. Number the large envelopes that will be used for the packets.

* Note any papers which contain unusual topics or features, which may need follow-up by school staff (e.g., social service issues, suicide, abuse).

* Only work on one packet at a time.

* After completing a packet, the scorer must take a break.

* The time allotment for scoring each packet is 45 minutes.

16. After the training in the scoring criteria/rubric is completed, give each scorer their first assigned packet.

17. While scorers are scoring the first packet, create the second half of the packets, numbering the make-ups sequentially by school, using the proper sequence numbers for that school.

18. Create an area for unscored packets, with a space for each scorer. Scored packets should be placed in a COMPLETED box.

AFTER FIRST SCORING

19. Place the completed packets in numerical order. Take a packet and locate the corresponding packet of CRSS sheet/cover pages.

20. Remove the top Post-It Note from the essay and place it on the corresponding CR cover page, placing it on the left half of the CR cover page.

21. Record the essay score and topic number on the CRSS sheet for that essay number.

22. Place the essays back in the packet envelope.

23. Place the packet into the READY FOR SECOND SCORING box.

AFTER PACKETS ARE READY FOR SCORING

24. Deliver packets for scoring only a few minutes prior to the designated time for scoring those numbered packets.

AFTER SECOND SCORING

25. Place the completed packets in numerical order. Take a packet and locate the corresponding packet of CRSS sheet/cover pages.

10. Make copies of the Constructed Response Scoring Summary (CRSS) sheet, and write the packet number on them.

11. Divide the stamped booklets into an appropriate number of stacks for that school.

12. Determine how many CR booklets from each school should be in each packet. (For 1988-89: CCHS=6, OHS=4 or 5, and SHMS=4 or 5)

13. Using half of the CR booklets, create groups of 15 CR booklets, with the correct number from each school, criss-crossing them in piles.

14. For each group of 15 CR booklets:

    * Take a marked packet envelope and the corresponding marked CRSS sheet, and write the sequential numbers of the CR booklets for that packet on the CRSS sheet.

    * Carefully tear off the CR cover page from each booklet and clip them together, placing the CRSS sheet on top of them.

    * Place two yellow Post-It Notes on the top page of each essay, keeping the essays in numerical order (low number on top).

    * Insert the group of essays in the envelope and close the envelope.

    * Put the completed packets in numerical order.

FIRST SCORING

15. Give the scorers directions on how to record the scores.

    * Record the topic of the essay on the Post-It Note affixed to each paper, using a letter designation, with 1=A, 2=B, and 3=C, OT=Off Topic.

    * Record the score on the Post-It Note, using the scoring criteria (1-9).

    * Record whole numbers only (no X.5 scores).

    * Keep the papers in sequential number order (low # on top), placing scored papers face down.

    * If a blank test is found, pull it out so the Rough Draft can be located and scored.

AFTER SCORING IS COMPLETED

35. Staple CR cover page to essay.

36. Write scores and topic information onto CR cover page, from Post-It Notes: Topic (convert from A-C to 1-4)
Score #1
Score #2
Pass-Fail (convert from 0-9 to 0-1)

(Convert Topics A-C to 1-4; for Pass-Fail score convert 0-9 to 0-1.)

37. Discard Post-It Notes from CR cover page.

38. Band in groups of 12 for entry into computer.

39. Enter scores into computer, making sure that ENTERED essays are kept separate from essays needing to be entered.

40. Run listing of constructed responses. Proof for Pass/Fail errors, and for Off-Topic and 0/1 split scores which need rescoring.

41. Sort CR booklets into numerical order. (21)

42. Verify that all three-point discrepancies received a third scoring, by reviewing scores on the CR booklets or checking the scores on the CRSS sheets, after you get student number.

43. Select, find, and copy tests for scoring examples (essays which received two identical scores which accurately represented that score).

44. Find and copy tests which contain features needing follow-up by school staff. Mail to schools or give to head of psychological services.

45. Re-band CR booklets by Teacher/School for return.

26. Remove the Post-It Note from the essay and place it on the corresponding CR cover page, placing it on the right half of the cover page.

27. If the two scores (1-9) are the same or the discrepancy between the scores is two or less, the essay does not need to be scored again.

28. If the two scores differ by three or more (e.g., 7-4 or 2-5), or one score is passing (a score a 2 or more) and the other score is not a passing score (1 or 0), the essay must be scored a third time.

29. If one scorer determined the essay was off topic (OT) and the other scorer assigned a letter (ABC) to the topic, the essay must be rescored a third time.

IF NO THIRD READING IS NEEDED

30. Take CR cover pages and essays and rubber band them together; then place in a FINISHED box.

31. If all essays in a packet are completed, take the packet envelope and place it in a FINISHED stack, in numerical order.

32. If all essays in a packet finished with the scoring process, take the CRSS sheet and place it in a FINISHED stack, in packet number order.

IF A THIRD READING IS NEEDED

33. Place a Post-It Note on the essay. Place the essay back in the packet envelope. Paper clip the CR cover page for that essay and CRSS sheet for that packet to the envelope. Place the packet envelope into the THIRD READING NEEDED box. Take the CR cover pages and essays which do not need to be rescored, rubber band them together, and place them in a FINISHED box.

34. When there are 15 essays which need to be scored a third time, create a packet of 15 for scoring, using one of the empty packet envelopes.

    * Note which readers have already scored the essay which needs to be scored a third time. The third scorer must <u>not</u> have previously read the essay.

    * Clip together all the CR cover pages and the CRSS sheets for the packets involved in this newly created packet. Place packet envelopes not used for this third scoring packet in the FINISHED stack.

CHERRY CREEK SCHOOLS
Office of Research and Evaluation

ATTACHMENT 16

Grade 8 Language Arts Assessment

CONSTRUCTED RESPONSE SCORING SUMMARY

Packet Number 22 Scorer 1 H Scorer 2 D Scorer 3 E

Paper	Sequence Number	Theme 1	Theme 2	Form 1	Form 2	Content 1	Content 2	Content 3	Organization 1	Organization 2	Organization 3	Style 1	Style 2	Style 3	Usage 1	Usage 2	Usage 3	Comments
1	22	4	4	1	1	3	3		3	3		3	3		2	4	4	
2	82	2	2	2	2	3	4		4	4		4	3		4	4		
3	142	2	2	1	1	2	2		3	2		2	2		1	3	3	
4	222	3	3	1	5	2	4	2	3	4		3	4		3	4		
5	282	3	3	1	5	3	5	4	4	5		3	5	5	4	5		
6	342	2	2	1	1	2	2		2	2		3	3		2	3		
7	419	1	1	1	1	4	4		5	5		4	4		3	4		
8	518	2	2	1	1	3	3		3	3		3	3		2	3		
9	622	3	3	1	5	2	3		2	3		2	2		1	3	2	
10	682	3	3	5	5	3	4		3	4		2	4	4	3	4	4	
11	742	3	3	1	5	5	5		5	4		5	5		4	5		
12	822	2	2	1	1	3	3		3	3		2	3		3	3		
13	892	4	2	2	2	4	4		5	5		4	4		4	5		
14	962	3	3	1	5	3	3		3	3		2	3		3	3		
15	986	2	2	1	1	3	3		3	3		2	3		2	3		
AVG	6							2			0			2			4	

Testing Date: April 1989 (LA08Conr)